

**Draft**

**Kentucky English Language  
Proficiency Standards**

**Kentucky Department of Education  
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## **Introduction**

Kentucky schools are experiencing a substantial growth in the number of students with limited English proficiency (LEP). As of October 1, 2002, eighty-four (84) of the one hundred seventy-six (176) school districts reported students with limited English proficiency. Collectively, these students speak approximately 84 different languages.

Over the past four to five years, areas across Kentucky, in addition to the largest urban area of Jefferson County, have experienced growth in the LEP population. The far western districts of Webster County, Mayfield Independent Schools and surrounding districts; the western districts of Bowling Green Independent Schools, Warren County, Christian County, Daviess County, and surrounding districts; the northern county districts of Kenton, Boone, Oldham, and Shelby; and the central county districts of Jessamine and Fayette and surrounding districts are reporting large numbers and/or greater rates of growth. Districts in Eastern Kentucky, South Central Kentucky and more districts in far Western Kentucky are beginning to have language minority students move into their districts. Although Kentucky has a significant number of schools with low incidence (less than 10 per school district) of LEP students, ethical and legal precepts protect the rights of these children.

### **Who are children with limited English proficiency?**

Classrooms in Kentucky schools have children whose native languages are Spanish, Bosnian, Chinese, Japanese, Korean, Vietnamese, and Urdu, just to name a few. Some of these children are not yet proficient in English. These students with limited English proficiency come with diverse histories, traditions and varied educational experiences. Some LEP students enter our schools with a high level of proficiency in all skill areas in their native language, while others are preliterate or minimally literate in their native language. Some students with limited formal schooling (LFS) may not be fully skilled in the academic area due to a variety of reasons including poverty and war.

Federal legislation, which includes the *No Child Left Behind Act of 2001* (NCLB), defines these students with limited English proficiency\*as children who

- are aged 3 through 21;
- are enrolled or preparing to enroll in an elementary school or secondary school;
- were not born in the United States or whose native language is a language other than English;
- are a Native American or Alaska Native, or a native resident of the outlying areas, and come from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
- are migratory, whose native language is a language other than English, and who come from an environment where a language other than English is dominant; and
- have difficulties in speaking, reading, writing, or understanding the English language that may be sufficient to deny the individual-
  - ⇒ the ability to meet the state's proficient level of achievement on state assessments;
  - ⇒ the ability to successfully achieve in classrooms where the language of instruction is English; or
  - ⇒ the opportunity to participate fully in society.

(\*The term 'limited English proficient' has been defined in *Title IX of the No Child Left Behind Act under the General Provisions Part A, Section 9101.Definition*)

Kentucky's rapidly expanding population of students with limited English proficiency has resulted in the need for a greater systematic effort to build the capacity of schools to meet the challenging academic needs of these children. Kentucky's recent survey data indicated that LEP students are performing below state and national norms. Kentucky's Spring 2002 Performance Report for the Kentucky Core Content Assessment (KCCT), a component of the state accountability system, indicated that LEP students predominately cluster in the novice and apprentice areas of performance across content areas, although there have been some gains in the past biennium, 2000-2002, notably in elementary and middle school reading, social studies and science and elementary math. Arts and humanities and practical living gains have been across all grade levels.

The *Program of Studies for Kentucky Schools Grades Primary-12* outlines the minimum common content required for **all** students and helps to ensure opportunities to learn at a high level. The content is based on Kentucky's learning goals, academic expectations and input from professional and partnering organizations, and Kentucky classroom teachers and administrators. The major goals in Title III of NCLB are to help ensure that limited English proficiency (LEP) children attain English proficiency, develop high levels of academic competence in English, **and** meet the same challenging state academic content and student academic standards that all children are expected to meet. Under NCLB, states are required to establish English language proficiency standards and measure student achievement toward these standards through the annual administration of English language proficiency assessments and academic content assessments. States are also required to establish annual measurable objectives that identify a minimum percentage of students who must meet or exceed proficiency in the English language and in the academic content areas.

### **What are English Language Proficiency Standards?**

English language proficiency standards help to define what is meant by language competency. These standards are specifically developed for limited English proficient students and define progressive levels of competence in the acquisition of the English language. Language acquisition is developmental and influenced by many factors. Understanding the language acquisition process and the factors that promote acquisition in a second language are key to the creation and use of language proficiency standards. The National/International Association of Teachers of English to Speakers of Other Languages (TESOL) provides general principles of language acquisition as well as an extensive list of resources in their publication, *ESL Standards for Pre-K -12 Students* and on their website at [tesol@tesol.org](mailto:tesol@tesol.org) or <http://www.tesol.org>. Other helpful resources will be identified in this introduction as part of the section entitled, "*What resources are helpful to promote success in educating limited English proficient students?*"

In defining state English language proficiency standards, *No Child Left Behind* legislation requires that the progressive levels of competency be defined in four domains: listening, speaking, reading and writing. Rates of acquisition in these domains will vary by student and by domain. No student would be expected, for example, to move from one progressive level to another in all four domains simultaneously. Also, those students who enter our country with only limited formal schooling need help in understanding the school culture and community as an entry into the standards.

Performance level descriptions, defining the characteristics of what LEP students can do in content at each competency level, are an integral part of English language proficiency standards. It is important to note that although links are made to state language arts standards, these standards are not the same. While English language proficiency standards deal with the acquisition of the English language, state content standards describe what all students should know and be able to do in the specific academic area. **English language learners at all levels of proficiency, from beginning to advanced, are instructed in content that is scaffolded appropriately to their English proficiency. Content then becomes the context through which they learn English language skills.** English language proficiency standards should be designed to help LEP students acquire English language competency skills as a foundation to meeting state academic standards. For example, skimming and scanning are skills that all students need to learn and English language learners also need to learn these skills in content-embedded second language acquisition. However, while students in a regular high school English class may skim and scan jargon-heavy informational articles or textbooks, English language learners may skim and scan informational text that has been simplified, uses lots of supporting graphics and pictures, and is shorter in length (e.g., sections or chapters).

### **How were Kentucky English Language Proficiency Standards developed?**

Key to the development of Kentucky's English Language Proficiency Standards was an understanding of the language acquisition process as well as Kentucky's content and academic expectations for all students. The Kentucky Department of Education called upon experts in the field to create state language proficiency standards that would define progressive levels of competence in the use of English in four domains outlined in NCLB: listening, speaking, reading and writing.

Beginning with a Kentucky overarching goal that "Students understand and communicate in the English language," the advisory committee looked to the work of the National/International Association of Teachers of English to Speakers of Other Languages (TESOL), the partnership with LEP-States Collaborative on Assessment and Student Standards (SCASS), and the standards of other states leading the field, including New York, Nevada, Kansas, California and Texas. The Kentucky team wanted to honor the three broad goals of TESOL, which were established "to ensure that all students achieve the English language competence needed for academic success and for life in a literate culture." The TESOL broad goals follow: Goal 1, To use English to communicate in social settings; Goal 2, To use English to achieve academically in all content areas; Goal 3, To use English in socially and culturally appropriate ways. (*ESL Standards for Pre-K-12 Students*, 1997).

Blending the Kentucky Academic Expectations targeted at the four domains of listening, speaking, reading and writing with the overarching goals of TESOL, the development team crafted the following four **Language Proficiency Expectations** to guide their work:

- **English language learners make sense of the various messages they hear in order to communicate in socially and culturally appropriate ways and to achieve academically.**
- **English language learners speak using appropriate forms, conventions and styles in order to communicate ideas and information in socially and culturally appropriate ways and to achieve academically**
- **English language learners make sense of the variety of materials they read in order to communicate in socially and culturally appropriate ways and to achieve academically.**

- **English language learners write using appropriate forms, conventions and styles in order to communicate ideas and information in socially and culturally appropriate ways and to achieve academically.**

The development team, guided by these language proficiency expectations, began to organize each domain through a number of stated goals for student learning. Using the *Kentucky Program of Studies*, *Core Content for Assessment*, *Kentucky Performance Level Descriptions*, *Kentucky Content for World Language Proficiency*, the *Kentucky Marker Papers*, as well as international standards for language acquisition, relevant connections or links were sought to create a pathway for Kentucky's English language learners to overcome language barriers and to access high academic standards outlined for all Kentucky students. The search results took the form of *linking standards* to help in clarifying the broader English language proficiency expectations and provide a means for readers to connect the state content standards to the specific skills English language learners need to acquire in order to progress toward English language proficiency.

With Language Proficiency Expectations and linking standards in place, the Kentucky development team again turned to the experts in the language acquisition field focusing attention on the collaborative work with LEP-SCASS. The task this time was to define general descriptions of four progressive levels of competence: beginning, lower intermediate, upper intermediate and advanced in the four domains outlined in NCLB: listening, speaking, reading and writing. These performance level goals guided the creation of performance indicators to denote a specific description of knowledge or skill that students acquire as they move along a continuum toward language acquisition *Primary through Grade 12*. The Kentucky Language Acquisition Performance Goals are generalized across grade levels for each domain.

**What resources are helpful to promote success in educating limited English proficient students?**

The Kentucky Language Proficiency Standards Advisory Committee offers the following resources, acknowledging that there are many other helpful resources in the field that may not be represented. Efforts will be made to continue to update these resources.

**National Organizations and Offices**

- The Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA): <http://www.ed.gov/offices/OBEMLA/index.html>
- National Clearinghouse for English Language Acquisition (NCELA): <http://www.ncela.gwu.edu/>
- Office of Civil Rights Policy Memoranda on Schools' Obligations Towards National Origin Minority Students who are Limited-English Proficient (LEP): <http://www.ed.gov/offices/OCR/docs/laumemos.html>
- Office for Civil Rights Limited English Proficient Resources: <http://www.ed.gov/offices/OCR/ellresources.html>
- Programs for English Language Learners: Resource Materials for Planning and Self-Assessments: <http://www.ed.gov/offices/OCR/ELL/index.html>
- The National/International Association of Teachers of English to Speakers of Other Languages (TESOL): <http://www.tesol.org>
- Center for Applied Linguistics (CAL): <http://www.cal.org>
- Center for Research on Education, Diversity and Excellence (CREDE): <http://www.cal.org/crede/>
- ESCORT (formerly Eastern Stream Center on Resources and Training): <http://www.escort.org>
- ERIC Clearinghouse on Language and Linguistics: <http://www.cal.org/ericcll/digest/subject.html>

**Title III**

- Title III-Language Instruction for Limited English Proficient and Immigrant Students: <http://www.ed.gov/legislation/ESEA02/pg39.html#sec>; pdf format for Adobe Acrobat Reader: <http://www.ncela.gwu.edu/miscpubs/legislation/nclb/nclb-iii.pdf>
- NCLB Title III Overview and Summary: Moving Limited English Proficient Students to English Fluency: <http://www.ed.gov/offices/OESE/esea/nclb/part7.html>

**Kentucky Department of Education:** <http://www.kde.state.ky.us> (search English as a Second Language)

**Kentucky TESOL:** <http://www.kytesol.org>

**Key Issues****Principles of Second Language Acquisition**

- Second language acquisition myths: <http://www.ncpublicschools.org/curriculum>
- Center for Advanced Research on Language Acquisition: <http://carla.acad.umn.edu/>
- Bibliography of resources on Second Language Acquisition: [http://www.questia.com/Index.jsp?CRID=second\\_language\\_acquisition&OFFID=se2](http://www.questia.com/Index.jsp?CRID=second_language_acquisition&OFFID=se2)
- Stephen Krashen's theory of Second Language Acquisition: <http://www.sk.com.br/sk-krash.html>

**Characteristics of LEP students**

- Limited-English-Proficient Students in the Schools: Helping the Newcomer. ERIC Digest: <http://ericae.net/edo/ED279206.HTM>
- Resources on LEP skills: <http://www.4teachers.org/profd/lep.shtml>

**Culturally Responsive Curriculum**

- ERIC Clearinghouse on Teaching and Teacher Education: <http://www.ericfacility.net/ericdigests/ed370936.html>
- Migrant Students: <http://www.escort.org/products/HSc2.pdf>
- ERIC Clearinghouse on Rural Education and Small Schools: Involving Migrant Families in Education: <http://www.ael.org/eric/digests/edorc004.htm>
- Cross Cultural Development Education Services: <http://www.crosscultured.com>

**Lesson Plans**

- In the Classroom: A Toolkit for Effective Instruction of English Learners: <http://www.ncela.gwu.edu/classroom/toolkit/index.htm>
- Dave's ESL Café: <http://www.elscafe.com>
- Karin's ESL PartyLand: <http://www.eslpartyland.com>
- EnglishPage: <http://www.englishpage.com>

**Resource Books**

Boyle, Owen and Suzanne Peregoy. 2000. Reading, Writing, and Learning in ESL, Third Edition. Pearson Addison Wesley. ISBN 0801332494

Cary, Stephen. 1997. Second Language Learners. Stenhouse Publishers. ISBN 1-57110-065-2

Center for Applied Linguistics. 2000. Enhancing English Language Learning in Elementary Classrooms. Delta Systems. ISBN 1887744487

Claire, Elizabeth and Jodie Haynes. 1994 and 1995. Classroom Teacher's ESL Survival Kit #1 & 2. Pearson ESL. ISBN 0131376136 and ISBN 0132998769

Donaldson, Judy P. 1983. Transcultural Picture Word List. Learning Publications, Inc. ISBN 1-55691-132-7

Eastern Stream Center on Resources and Training (ESCORT). 1998. Help! They Don't Speak English Starter Kit for Primary Teachers, Third Edition. <http://www.escort.org/products/helpkit.html>

Eastern Stream Center on Resources and Training (ESCORT). 2001. The Help! Kit: A Resource Guide for Secondary Teachers of Migrant English Language Learners. <http://www.escort.org/products/secondaryhelpkit.html>

- Freeman, David E. and Yvonne S. Freeman. 2001. Between Worlds Access to Second Language Acquisition, Second Edition. Heinemann. ISBN 0325003505
- Freeman, David E. and Yvonne S. Freeman. 2000. Teaching Reading in Multilingual Classrooms. Heinemann. ISBN 0325002487
- Jameson, Judith. 1998. Enriching Content Classes for Secondary ESOL Students. ISBN 1887744169
- Klein, Wolfgang. 1986/1994. Second Language Acquisition. Cambridge: Cambridge University Press ISBN 0521317029
- Maitland, Katherine. 2000. Adding English: Helping ESL Learners Succeed. Good Apple (A Division of Frank Schaffer Publications, Inc.) ISBN 1564179036
- McLaughlin, Barry. 1987/1988. Theories of Second-Language Learning. London: Edward Arnold. ISBN 0713165138
- Moore, Helen H. 1994. The Multilingual Translator: Words and Phrases in 15 Languages to Help You Communicate with Students of Diverse Backgrounds. Scholastic. ISBN 0-590-48923-3
- Nunan, David. 1998. Second Language Teaching and Learning. Heinle. ISBN 0838408389
- O'Malley, J. Michael and Lorraine Valdez Pierce. 1996. Authentic Assessment for English Language Learners: Practical Approaches for Teachers. Addison-Wesley Publishing Company. ISBN 0201591510
- Spangenberg-Urbschat, Karen and Robert Pritchard. 1994. Kids Come in All Languages: Reading Instruction for ESL Students. International Reading Association. ISBN 0872073955
- Spolsky, Bernard. 1989. Conditions for Second Language Learning. Oxford: Oxford University Press. ISBN 0194370631
- Walker, Michael. 1996. Amazing English How-To-Handbook: Strategies for the Classroom Teachers. Addison-Wesley Publishing Company. ISBN 02189522-6

**Dictionaries**

Children's Bilingual Picture Book. Bilingual Dictionaries, Inc

Molinsky, Steven J. 1995. Word by Word Basic Picture Dictionary. Pearson ESL. ISBN 013278565X

New Oxford Picture Dictionary [English and various languages]. Oxford University Press

## **Kentucky Language Acquisition Performance Goals: Listening**

**Beginning:** Students at the beginning level of the listening domain can understand limited familiar speech in everyday conversations and discussions, follow simple directions to complete a task, and identify some main ideas of simple conversations with familiar vocabulary. Students are beginning to discriminate between sounds and demonstrate an understanding of patterns of sound. Listening comprehension skills are limited to interpreting through tone of voice and inferring by detecting gestures, body language and/or emotional undertones in familiar contexts.

**Lower Intermediate:** Students at the lower intermediate level of the listening domain can understand familiar spoken words or phrases, follow simple multi-step directions to complete a task, and identify main ideas in simple conversations, discussions, and presentations. These students demonstrate an ability to discriminate between familiar speech sounds and have some understanding of the intonation, pace, tone of voice and rhythm of familiar speakers. They also have an understanding of standard speech in limited settings with repetition and rewording. Listening comprehension skills include the ability to interpret meaning through identifying purpose, audience and tone in familiar and some unfamiliar contexts, and the ability to infer meaning by detecting non-verbal and some verbal cues.

**Upper Intermediate:** Students at the upper intermediate level of the listening domain can understand some spoken words or phrases on familiar topics from formal and informal English, follow complex multi-step directions to complete a task in English, and understand the main ideas and some relevant details of conversations, discussions and presentations on familiar and academic topics. These students demonstrate an ability to discriminate between familiar and some unfamiliar speech sounds and have some understanding of intonation, pace, tone of voice and rhyme of a variety of speakers. Upper intermediate listeners can understand standard speech delivered in settings such as conversations, TV, film and/or lectures with repetition and rewording. Listening comprehension skills include the ability to interpret meaning by identifying attitude and style as well as analyzing purpose, audience and tone and the ability to infer meaning by detecting non-verbal and verbal cues in cultural contexts.

**Advanced:** Students at the advanced level of the listening domain can understand a variety of spoken words and phrases from formal and informal English, follow and restate complex multi-step directions, and understand and identify the main ideas and relevant details of extended conversations, discussions or presentations on a wide range of familiar and unfamiliar topics. These students demonstrate an ability to discriminate between familiar and unfamiliar speech sounds and have a broad understanding of the stress, intonation, pace, tone of voice, and rhythm of a variety of speakers. Advanced listeners understand standard speech delivered in most settings and can extract meaning from a variety of media in all content areas. Listening comprehension skills include the ability to interpret meaning by identifying and analyzing purpose, audience attitude, style and tone of messages based on word choice and delivery in a variety of contexts. These students are also able to infer meaning by detecting and analyzing verbal and non-verbal cues in cultural contexts.

## **Kentucky Language Acquisition Performance Goals: Speaking**

**Beginning:** Students at the beginning level of the speaking domain provide basic personal information, identify familiar people, places and objects and use basic survival vocabulary to communicate needs and wants. They may participate in a limited way in social conversations and classroom discussions on familiar topics, responding to simple questions, or describing familiar actions or experiences with short utterances. Students are beginning to arrange words and phrases in a comprehensible manner, use present tense verb forms, and repeat or produce limited words and phrases using English intonation.

**Lower Intermediate:** Students at the lower intermediate level of the speaking domain ask and provide basic personal information on familiar topics, identify and describe familiar people, places, and objects, and use limited vocabulary and non-verbal strategies to communicate. These students participate in social conversations with peers and adults on familiar topics, speaking and responding in appropriate ways based on purpose, audience, and subject matter or asking and answering simple questions to gather information. They also are able to describe familiar ideas, feelings, actions, and experiences with some detail. Lower intermediate speakers arrange phrases, clauses, and sentences into meaningful patterns, use common verb tense forms with limited accuracy, and produce words and phrases with limited English intonation patterns speaking at an understandable pace on familiar topics.

**Upper Intermediate:** Students at the upper intermediate level of the speaking domain ask and provide basic information on a variety of topics, identify and describe familiar and some unfamiliar people, places, events and objects, and use a variety of vocabulary to communicate. These students initiate and participate in conversations on familiar and some unfamiliar topics, speaking and responding in appropriate ways based on purpose, audience and subject matter. Upper intermediate speakers arrange phrases, clauses and sentences into accurate and meaningful patterns, use common verb tense forms with accuracy, and speak at an understandable pace using both verbal and non verbal (e.g., posture, gestures, eye contact) strategies to sustain conversation in a variety of settings.

**Advanced:** Students at the advanced level of the speaking domain ask and provide detailed information on a variety of topics, identify and describe in detail both familiar and unfamiliar people, places, events and objects, and use a varied, precise vocabulary to communicate in all settings. These students initiate and actively participate in discussions on familiar and unfamiliar topics, speaking and responding in appropriate ways based on purpose, audience, and subject matter. Advanced speakers arrange complex phrases, clauses and sentences into accurate and meaningful patterns, use common verb tenses with increasing accuracy, and speak using standard pronunciation at an appropriate and understandable pace in a variety of settings.

## **Kentucky Language Acquisition Performance Goals: Reading**

**Beginning:** Students at the beginning level of the reading domain develop a concept of self as reader using experience, memorization, pictures and imagination to derive meaning from text. Recognizing that printed material provides information, students begin to connect prior knowledge and visual cues to develop word meaning. These students can name and identify each letter of the alphabet and make connections between letters and their corresponding sounds. Students begin to understand there are purposes for reading (e.g., for enjoyment, to locate information and to complete a task).

**Lower Intermediate:** Students at the lower intermediate level of the reading domain develop a concept of self as reader using experience, memorization, pictures, imagination and words to derive meaning from texts. These readers are able to use word analysis skills and strategies such as applying knowledge of letter-sound correspondence and simple language structures to comprehend new words in English and can recognize word order, basic language patterns and basic sight words in simple texts. Lower intermediate readers are building comprehension skills through scanning, skimming, summarizing and recognizing some organizational patterns and text features to predict, infer and generalize about simple text with teacher support. Students can begin to identify purposes for reading and develop an awareness of author's point of view.

**Upper Intermediate:** Students at the upper intermediate level of the reading domain develop a concept of self as reader using prior knowledge and experience with text to derive meaning from simple sentences, paragraphs and passages. These readers begin to develop fluency using their knowledge of sight words, word order, language patterns, and structural analysis to decode more complex words and phrases from unfamiliar texts. Upper intermediate readers are building comprehension skills through scanning, skimming, summarizing and applying knowledge of organizational patterns and text features to confirm predictions, inferences and generalizations about the meaning of a passage. These readers can understand how the author's perspective or point of view affects the text. Students can identify a purpose for reading and select texts for authentic purposes.

**Advanced:** Students at the advanced level of the reading domain develop a concept of self as reader using prior knowledge and experience with text to derive meaning from a variety of texts. These readers consistently apply their knowledge of sight words, complex word patterns, language patterns and structural analysis to decode more complex words, phrases and sentences independently. Advanced readers are building comprehension skills through scanning, skimming, and summarizing and applying knowledge of organizational patterns, literary devices, and text features to confirm predictions, inferences and generalizations from a variety of texts. These readers can understand and analyze how the author's perspective or point of view affects the text. Students are able to choose a variety of materials to accomplish authentic purposes.

## **Kentucky Language Acquisition Performance Goals: Writing**

**Beginning:** Students at the beginning level of the writing domain are able to choose topics from personal experience, interests, or concerns, and support their ideas and/or demonstrate a story line in simple sentences and phrases with limited set vocabulary. Beginning writers can demonstrate a limited use of logical order as they develop an awareness of leads and conclusions. Students show sound/letter correspondence and use capital letters and end punctuation when sentences are copied for an authentic purpose. Through using writing -to-learn and writing-to-demonstrate learning strategies, such as journals and graphic organizers, teachers *model* instruction for students to connect reading, listening, observing, and inquiry in academic content to personal experience.

**Lower Intermediate:** Students at the lower intermediate level of the writing domain begin to focus on a topic and begin to write simple texts to an authentic audience other than the teacher. These writers begin to support ideas and/or demonstrate a story line (beginning, middle, end) using more complex sentences, consisting of high frequency, grade appropriate vocabulary including some sensory detail. Lower intermediate writers use a variety of descriptive language, attempt correct word choice and usage, including expressing present, future, and past ideas, and use more correct capitalization and punctuation. They begin to borrow forms of writing structures such as letters, articles, stories, poetry, etc. Through using writing -to-learn and writing-to-demonstrate learning strategies, such as journals and graphic organizers, teachers *guide* instruction for students to connect reading, listening, observing, and inquiry in academic content to personal experience. Lower intermediate writers begin to use appropriate research tools to locate information and ideas.

**Upper Intermediate:** Students at the upper intermediate level of the writing domain are able to narrow a topic and to focus on a purpose for writing to an authentic audience other than the teacher using individual voice or appropriate tone. These writers support ideas with one or two relevant, specific details, including facts, sensory details, imagery, dialogue, opinions and reflections when appropriate. Upper intermediate writers use logical order, using transition words or phrases to move the reader from one paragraph to another. They are able to write complete sentences with some variety in sentence structure and length. They show evidence of correct word choice and usage, use some correct capitalization and punctuation, and begin to edit for grammatical errors. Through using writing -to-learn and writing-to-demonstrate learning strategies, such as journals and graphic organizers, these writers begin to connect reading, listening, observing, and inquiry in academic content to personal experience. Upper intermediate writers are able to use simple reference tools to locate and synthesize information from multiple sources.

**Advanced:** Students at the advanced level of the writing domain focus on a purpose and write to an authentic audience using individual voice and appropriate tone. These writers support ideas with two or three relevant, specific details using information from a variety of sources to develop new ideas. Advanced writers demonstrate logical order in a variety of genres, write a cohesive beginning, middle and end, and use transition words or phrases to move the reader from one paragraph to another. They use a variety of sentences in structure and length, demonstrate frequent correct word choice and usage, and edit for grammatical errors. They also use more correct spelling and more correct capitalization and punctuation. Through using writing -to-learn and writing-to-demonstrate learning strategies, such as journals and graphic organizers, these writers are able to connect reading, listening, observing, and inquiry in academic content to personal experience. Advanced writers are able to use a more varied range of reference tools to locate information and ideas for authentic tasks.

## **Kentucky Language Proficiency Standards**

This document is intended to provide teachers, administrators, students, parents, community representatives and all other stakeholders involved in the important work of helping students with limited English proficiency with information essential for consistent and successful teaching and learning of English for LEP students.

Included in the *Kentucky Language Proficiency Standards* document are **Language Proficiency Expectations** that indicate what students are expected to demonstrate to become listeners, speakers, readers and writers of the English language. In each domain, **Linking Standards** clarify the broader proficiency expectations and connect the state academic content to performance indicators. The **Performance Indicators** are clear, specific descriptions of knowledge or skills that students master at each progressive level to move toward English proficiency.

Kentucky Language Proficiency Standards will be an important resource for Kentucky schools in planning curriculum, instruction and assessment to meet the needs of LEP students. These standards will help local schools and districts

- identify a student's instructional needs;
- understand a student's language abilities;
- design curriculum and create lessons and units of study;
- facilitate collaboration between LEP resource teachers and regular classroom teachers;
- measure achievement towards language acquisition through both formal and informal assessments;
- provide data for inclusion into a student's Program Service Plan;
- report progress of LEP student to parents and/or state and federal officials;
- define annual achievement objectives for increasing and measuring the level of development and attainment of English proficiency; and/or
- evaluate the effectiveness of language instructional programs.

The following graphic should help in navigating the standards document.

The language proficiency expectations indicate what students are expected to demonstrate.

## How to Read the Standards

Language acquisition goal is for all Kentucky English language learners

Students understand and communicate in the English language.

	Linking Standard
<b>3. Reading</b> English language learners make sense of the variety of materials they read in order to communicate in socially and culturally appropriate ways and to achieve academically	<b>3.1</b> Students know and use word analysis skills and strategies to comprehend new words encountered in English.

### Indicates instructional level

Program of Studies Categories	Beginning	Lower Intermediate	Upper Intermediate	Advanced
<b><u>Vocabulary</u></b>  Category/grouping of knowledge or skill; connection to Program of Studies for Kentucky Schools  Bolded words are defined in glossary		Develop auditory and visual strategies to understand words and their meanings	Use auditory and visual strategies to derive meaning from simple text	Use auditory and visual strategies to derive meaning from a variety of texts
	Recognize <b>environmental print</b>	Recognize basic sight words within text	Use sight words to derive meaning in text	Develop and increase sight word vocabulary to derive meaning in a variety of texts
		Recognize that word structure changes word meaning	Analyze the structure of words (e.g., prefixes, suffixes, endings) to derive meaning	Apply the knowledge of word structure to derive meaning in a variety of texts
	Begin to connect prior knowledge and visual cues to develop meaning	Use prior knowledge and visual cues to derive word meaning in familiar context	Use prior knowledge, visual and contextual cues to derive word meaning from texts that contain unfamiliar words, expressions, and multiple meaning words (e.g., homonyms, synonyms)	Begin to use words and phrases <b>cognates</b> , figurative language, idioms, multiple meaning words, and technical vocabulary

The linking standards clarify the broader English language proficiency expectations and connect the academic content to the performance indicators

Performance indicators denote a specific description of knowledge or skill that students acquire as they move toward English language proficiency.

Empty boxes are deliberate. Skill/ content may be initiated or mastered at varying performance levels.

*Draft Document*    **Kentucky English Language Proficiency Standards**    *Draft Document*  
*Students understand and communicate in the English language.*

### **1. Listening**

English language learners make sense of the various messages they hear in order to communicate in socially and culturally appropriate ways and to achieve academically.

- 1.1 Students demonstrate an understanding of main ideas and supporting details.
- 1.2 Students demonstrate comprehension skills that allow for interpretation, inference, and implication.

### **2. Speaking**

English language learners speak using appropriate forms, conventions and styles in order to communicate ideas and information in socially and culturally appropriate ways and to achieve academically.

- 2.1 Students demonstrate a range and control of vocabulary (knowledge of and ability to use vocabulary).
- 2.2 Students demonstrate knowledge of and ability to use grammatical elements to organize phrases and sentences.
- 2.3 Students demonstrate awareness and ability to control the organization of meaning in terms of function, context, and implication.
- 2.4 Students demonstrate knowledge of and skill to understand and produce sound units, word and sentence **stress**, tone, rhythm and intonation.
- 2.5 Students demonstrate knowledge and skills to deal with the social dimension of language use (e.g., **register**, conventions of politeness, non-verbal cues)
- 2.6 Students demonstrate the ability to arrange sentences in sequence in order to produce coherent stretches of conversation or presentation, including thematic organization, cause/effect, relevance, and style.

### **3. Reading**

English language learners make sense of the variety of materials they read in order to communicate in socially and culturally appropriate ways and to achieve academically.

- 3.1 Students know and use word analysis skills and strategies to comprehend new words encountered in English.
- 3.2 Students use reading skills and strategies to build comprehension in English.
- 3.3 Students read to comprehend, interpret, and evaluate texts from a variety of perspectives and for specific purposes.

### **4. Writing**

English language learners write using appropriate forms, conventions, and styles in order to communicate ideas and information in socially and culturally appropriate ways and to achieve academically.

- 4.1 Students learn and apply the writing process and criteria for effective writing.
- 4.2 Students learn to develop story structures and language patterns through visual and symbolic language.
- 4.3 Students keep a working folder of writing for a variety of authentic purposes and audiences and in a variety of forms (i.e., personal, literary, transactive, reflective).
- 4.4 Students produce a variety of written responses that demonstrate independent and critical thinking: (a) writing to learn (b) writing to demonstrate learning.

## Students understand and communicate in the English language.

Language Proficiency Expectation	Linking Standard
<b><u>I. Listening</u></b> English language learners make sense of the various messages they hear in order to communicate in socially and culturally appropriate ways and to achieve academically.	1.1 Students demonstrate an understanding of main ideas and supporting details.

Program of Studies Categories	Beginning	Lower Intermediate	Upper Intermediate	Advanced
<b><i>Phonological Discrimination</i></b> <i>(Ability to differentiate between speech sounds)</i>	Demonstrate a limited ability to discriminate between speech sounds	Demonstrate an ability to discriminate between familiar speech sounds	Demonstrate an ability to discriminate between familiar and some unfamiliar speech sounds	Demonstrate an ability to discriminate between familiar and unfamiliar speech sounds
	Listen to and understand limited familiar speech in everyday conversations, stories, discussions, presentations, and interviews	Understand familiar speech samples in conversations, stories, discussions, presentations, and interviews	Understand speech samples on familiar topics from <b>diverse forms of English</b> in conversations, stories, discussions, presentations, and interviews	Understand a variety of speech samples from <b>diverse forms of English</b> in conversations, discussions, stories, presentations, and interviews
<b><i>Paralinguistic Features</i></b> <i>(The way words, sentences, and groups of sentences in spoken language are programmed vocally)</i>	Demonstrate an understanding of patterns of sound	Demonstrate some understanding of <b>stress</b> , intonation, pace, tone of voice and rhythm with familiar speakers	Demonstrate some understanding of <b>stress</b> , intonation, pace, tone of voice and rhythm with a variety of speakers	Demonstrate a broad understanding of paralinguistic features

## Students understand and communicate in the English language.

Language Proficiency Expectation	Linking Standard
<b>1. Listening</b> English language learners make sense of the various messages they hear in order to communicate in socially and culturally appropriate ways and to achieve academically.	1.1 Students demonstrate an understanding of main ideas and supporting details.

Program of Studies Categories	Beginning	Lower Intermediate	Upper Intermediate	Advanced
<i>Standard Speech</i>	Comprehend familiar words, phrases and <b>cognates</b> from their native language	Comprehend simple statements and questions in familiar contexts	Comprehend simple statements and questions in a variety of contexts	Comprehend complex statements and questions in a variety of contexts
	Follow simple directions to complete a task in English	Follow multi-step directions to complete a task in English	Follow complex multi-step directions to complete a task in English	Follow and restate complex multi-step directions
	Identify some main ideas of simple conversations, discussions, and presentations with familiar vocabulary and some unfamiliar vocabulary (i.e., content-embedded/technical vocabulary)	Identify main ideas of simple conversations, discussions, and presentations with some familiar and unfamiliar vocabulary and structures	Understand the main ideas and some relevant details of conversations, discussions and presentations on familiar and unfamiliar topics	Understand and identify the main ideas and relevant details of extended conversations, discussions or presentations on a wide range of familiar and unfamiliar topics

## Students understand and communicate in the English language.

Language Proficiency Expectation	Linking Standard
<b>1. Listening</b> English language learners make sense of the various messages they hear in order to communicate in socially and culturally appropriate ways and to achieve academically.	1.1 Students demonstrate an understanding of main ideas and supporting details.

Program of Studies Categories	Beginning	Lower Intermediate	Upper Intermediate	Advanced
<b>Standard Speech</b> (continued)	Demonstrate a limited understanding of short <b>discrete</b> expressions	Demonstrate a general understanding of short <b>discrete</b> expressions	Demonstrate a detailed understanding of short <b>discrete</b> expressions, and a general understanding of longer conversations, presentations, etc.	Demonstrate a detailed understanding of short <b>discrete</b> expressions, and longer conversations, presentations, etc.
	Understand memorized word order patterns in everyday contexts	Understand word order patterns and frequently used tenses in everyday contexts	Understand word order patterns and frequently used tenses in complex contexts	Understand word order patterns and a variety of tenses in all contexts
	Understand limited standard speech of familiar speakers (e.g., teachers, peers) with repetition	Understand standard speech in limited settings (e.g., stores, school, home, work) with repetition and rewording	Understand standard speech delivered in some settings (e.g., conversations, TV, film, lectures) with repetition and rewording	Understand standard speech delivered in most settings (e.g., conversations, TV, film, lectures) with some repetition and rewording
	Recognize some words and phrases from media such as audio tape, video, and CD-ROM	Extract limited meaning from a variety of media such as audio tape, video, and CD-ROM on familiar topics	Extract meaning from a variety of media such as audiotape, video, and CD-ROM in some content areas	Extract meaning from a variety of media such as audiotape, video, and CD-ROM in all content areas

## Students understand and communicate in the English language.

Language Proficiency Expectation	Linking Standard
<b>1. Listening</b> English language learners make sense of the various messages they hear in order to communicate in socially and culturally appropriate ways and to achieve academically.	1. 2 Students demonstrate comprehension skills that allow for interpretation, inference, and implication.

Program of Studies Categories	Beginning	Lower Intermediate	Upper Intermediate	Advanced
<i>Interpretation</i>	Identify purpose in some familiar contexts	Identify purpose and audience in familiar and some unfamiliar contexts	Identify attitude and style and analyze purpose and audience	Identify and analyze purpose, audience, attitude and style
	Identify the tone of the message based on delivery	Identify the tone of the message based on delivery and word choice within familiar contexts	Identify the tone of the message based on word choice and delivery in a variety of contexts (i.e., slang, <b>idioms</b> )	Identify and analyze the tone of the message based on word choice and delivery in a variety of contexts
<i>Inference</i>	Detect some <b>affective</b> undertones in familiar contexts	Detect some <b>affective</b> undertones and inferences in familiar contexts	Detect <b>affective</b> undertones and inferences in familiar contexts and in some academic areas with paraphrasing, slower speaking pace and visual support	Detect <b>affective</b> undertones and inferences using occasional repetition and rephrasing

## Students understand and communicate in the English language.

Language Proficiency Expectation	Linking Standard
<b>1. Listening</b> English language learners make sense of the various messages they hear in order to communicate in socially and culturally appropriate ways and to achieve academically.	1. 2 Students demonstrate comprehension skills that allow for interpretation, inference, and implication.

Program of Studies Categories	Beginning	Lower Intermediate	Upper Intermediate	Advanced
<b>Implication</b>	Detect non-verbal cues (e.g., gestures, body language, etc.)	Detect non-verbal and some verbal cues (e.g., <b>register</b> —formality, pause, slang, accent, etc.)	Detect non-verbal and verbal cues in cultural contexts	Detect and analyze verbal and non-verbal cues in cultural contexts
	Identify some cultural practices (habits) in familiar contexts	Identify cultural practices in familiar contexts	Identify cultural practices and perspectives (i.e., attitudes and beliefs) in familiar contexts	Identify and analyze cultural practices and perspectives in familiar and academic contexts

## Students understand and communicate in the English language.

Language Proficiency Expectation	Linking Standard
<b>2. Speaking</b> English language learners speak using appropriate forms, conventions, and styles in order to communicate ideas and information in socially and culturally appropriate ways and to achieve academically.	2.1 Students demonstrate a range and control of vocabulary (knowledge of and ability to use vocabulary).

Program of Studies Categories	Beginning	Lower Intermediate	Upper Intermediate	Advanced
<b>Lexical Competence</b> <i>(Knowledge and ability to use vocabulary)</i>	Respond to simple questions with one-and two-word utterances	Respond to simple questions with appropriate word choice or a series of short, <b>discrete</b> utterances	Respond to simple and complex questions with appropriate word choice and with some detail	Respond to simple and complex questions with detail, examples and rich vocabulary
	Provide basic personal information such as name, age, and nationality	Ask and provide basic personal information on familiar topics	Ask and provide basic information on a variety of topics	Ask and provide detailed information on a variety of topics
	Identify familiar people, places and objects	Identify and describe familiar people, places and objects	Identify and describe familiar and some unfamiliar people, places, events, and objects	Identify and describe in detail familiar and unfamiliar people, places, events, and objects
	Use basic survival vocabulary to communicate needs and wants.	Use limited vocabulary to communicate.	Use varied vocabulary to communicate.	Use varied, precise vocabulary or <b>circumlocution</b> ( <i>find other words to express the same meaning/idea</i> ) to communicate in all settings.

## Students understand and communicate in the English language.

Language Proficiency Expectation	Linking Standard
<b><u>2. Speaking</u></b> English language learners speak using appropriate forms, conventions, and styles in order to communicate ideas and information in socially and culturally appropriate ways and to achieve academically.	2. 1 Students demonstrate a range and control of vocabulary (knowledge of and ability to use vocabulary).

Program of Studies Categories	Beginning	Lower Intermediate	Upper Intermediate	Advanced
<b><i>Lexical Competence</i></b> <i>(Knowledge and ability to use vocabulary)</i>  <i>(continued)</i>	Describe familiar actions or experiences with short utterances	Describe familiar ideas, feelings, actions and experiences with some detail	Describe detailed ideas, feelings, actions and experiences with varied vocabulary (idioms, familiar <b>jargon</b> , etc.)	Use rich vocabulary, ( <b>imagery, figurative language</b> , etc.) to describe ideas, feelings, actions and experiences
	Give short and simple commands in familiar contexts	Give directions, commands and simple instructions in familiar contexts	Give clear directions, commands and instructions in familiar and some unfamiliar contexts	Give clear and precise directions, commands and instructions in familiar and unfamiliar contexts

## Students understand and communicate in the English language.

Language Proficiency Expectation	Linking Standard
<b>2. Speaking</b> English language learners speak using appropriate forms, conventions, and styles in order to communicate ideas and information in socially and culturally appropriate ways and to achieve academically.	2. 2 Students demonstrate knowledge of and ability to use grammatical elements to organize phrases and sentences.

Program of Studies Categories	Beginning	Lower Intermediate	Upper Intermediate	Advanced
<b>Grammatical Competence</b> <i>(Ability to understand and produce language structures)</i>	Arrange words and phrases in a comprehensible manner	Arrange phrases, clauses, and sentences into meaningful patterns	Arrange phrases, clauses, and sentences into accurate and meaningful patterns	Arrange complex phrases, clauses, and sentences into accurate and meaningful patterns
	Form responses to content-based questions with words or short phrases	Generate simple content-based questions and form simple responses	Generate content-based questions and form responses with increasing grammatical accuracy	Generate complex content-based questions and form responses with grammatical accuracy
	Use present tense verb forms with limited accuracy	Use common verb tense forms (present, past and future) with limited accuracy.	Use common verb tense forms (present, past, and future) with accuracy and <b>modal verbs</b> with limited accuracy	Use common verb tenses (present, past and future) and <b>modal verbs</b> with increasing accuracy
	Produce limited coherent structures (often memorized words or phrases) in familiar settings	Produce coherent structures (often using formulaic patterns) in familiar settings, employing basic grammatical features	Sustain coherent structures in familiar settings, employing more complex grammatical features	Sustain coherent structures in a variety of settings, employing greater precision of grammatical features

## Students understand and communicate in the English language.

Language Proficiency Expectation	Linking Standard
<b>2. Speaking</b> English language learners speak using appropriate forms, conventions, and styles in order to communicate ideas and information in socially and culturally appropriate ways and to achieve academically.	2.3 Students demonstrate awareness and ability to control the organization of meaning in terms of function, context, implication, etc.

Program of Studies Categories	Beginning	Lower Intermediate	Upper Intermediate	Advanced
<b>Semantic Competence</b> (Ability to control the organization of meaning)	Limited participation in social conversations with peers and adults on familiar topics	Participate in social conversations with peers and adults on familiar topics	Initiate and participate in conversations on familiar topics and participate on some unfamiliar topics	Initiate and participate in discussions on familiar and unfamiliar topics
	Limited response based on purpose, audience, and subject matter	Speak and respond in limited ways, based on purpose, audience, and subject matter in social and classroom settings	Speak and respond in appropriate ways, based on purpose, audience, and subject matter in social and some academic settings (classroom discussion, debate, etc.)	Speak and respond using vocabulary that provides effective oral communication, based on purpose, audience, and subject matter in social and academic settings (classroom discussion, debate, etc.)
	Answer simple questions with one and two word responses to provide information	Ask and answer simple questions to gather and provide information	Ask and answer questions to gather and provide information in social settings and classroom settings	Ask and answer questions to gather and provide information in a variety of settings

## Students understand and communicate in the English language.

Language Proficiency Expectation	Linking Standard
<b>2. Speaking</b> English language learners speak using appropriate forms, conventions, and styles in order to communicate ideas and information in socially and culturally appropriate ways and to achieve academically.	2. 3 Students demonstrate awareness and ability to control the organization of meaning in terms of function, context, implication, etc.

Program of Studies Categories	Beginning	Lower Intermediate	Upper Intermediate	Advanced
<b>Semantic Competence</b> <i>(Ability to control the organization of meaning)</i>  <i>(continued)</i>	Respond to simple questions by repeating the message	Respond to questions by asking simple questions, using some repetition	Respond to questions by asking simple questions or by supplying brief restatement of the message	Respond to questions by asking simple and complex questions or by restating the message
	Select simple words or phrases according to basic needs	Select simple words and speech according to purpose, audience and familiar subject matter (e.g., announcements, social greetings)	Select simple and complex words and speech according to purpose, audience and subject matter	Select a wide range of words and speech according to purpose, audience and subject matter

## Students understand and communicate in the English language.

Language Proficiency Expectation	Linking Standard
<b>2. Speaking</b> English language learners speak using appropriate forms, conventions, and styles in order to communicate ideas and information in socially and culturally appropriate ways and to achieve academically.	2.4 Students demonstrate knowledge of and skill to understand and produce sound units, word and sentence <b>stress</b> , tone, rhythm and intonation.

Program of Studies Categories	Beginning	Lower Intermediate	Upper Intermediate	Advanced
<b>Phonological Competence</b> <i>(Ability to produce sound units)</i>	Demonstrate understandable pronunciation by repetition	Demonstrate understandable pronunciation among teacher and peers	Demonstrate understandable pronunciation in a variety of settings	Demonstrate understandable and/or standard pronunciation in a variety of settings
	Speak with isolated words and phrases	Speak at an understandable pace on familiar topics	Speak at an understandable pace in a variety of settings	Speak at an appropriate and understandable pace in a variety of settings
	Repeat or produce limited words and phrases using English intonation. (May use pronunciation patterns of native language.)	Produce words and phrases with limited English intonation patterns. (May use pronunciation patterns of native language)	Produce words, phrases and sentences using intonation patterns	Produce appropriate intonation patterns

## Students understand and communicate in the English language.

Language Proficiency Expectation	Linking Standard
<b>2. Speaking</b> English language learners speak using appropriate forms, conventions, and styles in order to communicate ideas and information in socially and culturally appropriate ways and to achieve academically.	2. 5 Students demonstrate knowledge and skills to deal with the social dimension of language use, e.g., <b>register</b> , conventions of politeness, non-verbal cues, etc.

Program of Studies Categories	Beginning	Lower Intermediate	Upper Intermediate	Advanced
<b>Sociolinguistic Competence</b> <i>(Social dimension of language)</i>	Demonstrate an awareness of American culture, perspectives and practices	Verbally demonstrate some awareness of American culture, perspectives, and practices	Verbally identify and understand some aspects of American culture, perspectives and practices	Verbally identify and react to American culture, perspectives and practices
	Use nonverbal strategies appropriate to audience and situation	Use some verbal (e.g., <b>rate, pitch, stress</b> , volume and tone of voice), and nonverbal strategies (e.g., posture, gestures and eye contact) appropriate to audience and situation	Use verbal (e.g., <b>rate, pitch, stress</b> , volume and tone of voice), and nonverbal strategies (e.g., posture, gestures and eye contact) appropriate to audience and situation	Use effective verbal (e.g., <b>rate, pitch, stress</b> , volume and tone of voice), and nonverbal strategies (e.g., posture, gestures and eye contact) appropriate to audience and situation
	Use limited conventions of politeness (memorized words and phrases) appropriate to situation	Adapt limited word choice and phrasing based on formality and conventions of politeness, appropriate to situation	Adapt word choice and phrasing based on formality and conventions of politeness, appropriate to audience and situation	Adapt a wide range of word choice and phrasing based on formality and conventions of politeness, appropriate to audience and situation

## Students understand and communicate in the English language.

Language Proficiency Expectation	Linking Standard
<b>2. Speaking</b> English language learners speak using appropriate forms, conventions, and styles in order to communicate ideas and information in socially and culturally appropriate ways and to achieve academically.	2. 6 Students demonstrate the ability to arrange sentences in sequence in order to produce coherent stretches of conversation or presentation, including thematic organization, cause/effect, relevance, style, etc.

Program of Studies Categories	Beginning	Lower Intermediate	Upper Intermediate	Advanced
<b>Discourse Competence</b> <i>(The ability to arrange sentences in sequence)</i>	Repeat and/or retell simple directions and information	Retell or paraphrase simple directions, information and/or stories	Retell and summarize stories, information, and sequence of directions or events	Summarize and evaluate stories, information, and sequence of directions or events through clarification, reasoning, debate, providing examples, etc.
	Make one or two word contributions in social conversations	Make limited contributions in conversations and discussions for social purposes and in classroom settings	Make contributions in conversations and discussions for social purposes and in classroom settings	Make relevant contributions in conversations and discussions for a variety of purposes
	Respond to questions using one or two words	Ask limited questions and respond to questions with some detail	Ask questions and respond to questions with relevant details	Ask pertinent questions and respond to questions with relevant and more complex details
	Respond to message with one or two words to clarify ideas and concepts	Respond to message by asking clarifying questions and/or offering affirmations in familiar settings	Respond to message by asking clarifying questions, making challenging statements, and/or offering affirmations in familiar settings	Respond to message by asking clarifying questions, making challenging statements, and/or offering affirmations in a variety of settings

## Students understand and communicate in the English language.

Language Proficiency Expectation	Linking Standard
<b>2. Speaking</b> English language learners speak using appropriate forms, conventions, and styles in order to communicate ideas and information in socially and culturally appropriate ways and to achieve academically.	2. 6 Students demonstrate the ability to arrange sentences in sequence in order to produce coherent stretches of conversation or presentation, including thematic organization, cause/effect, relevance, style, etc.

Program of Studies Categories	Beginning	Lower Intermediate	Upper Intermediate	Advanced
<b>Discourse Competence</b> <i>(The ability to arrange sentences in sequence)</i>  <i>(continued)</i>	Participate in social conversations and classroom discussions with limited vocabulary	Actively participate in social conversations and classroom discussions with limited audiences on familiar topics	Initiate and actively participate in social conversations and classroom discussions with a variety of audiences on familiar and some unfamiliar topics	Initiate and actively participate in social conversations and classroom discussions with a variety of audiences on familiar and unfamiliar topics
	Demonstrate limited coherence (understandable) in linking words about familiar topics	Demonstrate limited coherence (understandable) in linking words, sentences and ideas about familiar topics	Demonstrate some coherence (understandable) and cohesion (ideas are tightly woven) in linking words, sentences and ideas	Accurately demonstrate coherence and cohesion in linking words, sentences and ideas

## Students understand and communicate in the English language.

Language Proficiency Expectation	Linking Standard
<b>3. Reading</b> English language learners make sense of the variety of materials they read in order to communicate in socially and culturally appropriate ways and to achieve academically	3.1 Students know and use word analysis skills and strategies to comprehend new words encountered in English

<b>Program of Studies Categories</b>	<b>Beginning</b>	<b>Lower Intermediate</b>	<b>Upper Intermediate</b>	<b>Advanced</b>
<b>Concepts of Print</b>	Recognize that printed materials provide information; employ concepts of directionality (i.e., left to right, top to bottom, front to back)	Match oral words to printed words; understand that letters make words; recognize that sentences in print are made up of separate words; recognize how readers use capitalization and punctuation to comprehend	Apply knowledge of capitalization and punctuation for comprehension	
	Know the alphabet; name and identify each letter of the alphabet (lower and upper case)	Know the order of the alphabet	Apply basic knowledge of alphabetical order	
	Recognize the importance of word order to derive meaning	Apply knowledge of word order to derive meaning in simple sentences	Apply knowledge of word order to derive meaning in simple text	Apply knowledge of word order to derive meaning in a variety of texts
	Identify the front cover, back cover and title page of a book	Locate and use title, pictures, and names of author and illustrator to obtain information	Recognize and distinguish differences between the types of text such as myths, fables, biographies, plays, etc.	

## Students understand and communicate in the English language.

Language Proficiency Expectation	Linking Standard
<b>3. Reading</b> English language learners make sense of the variety of materials they read in order to communicate in socially and culturally appropriate ways and to achieve academically	3.1 Students know and use word analysis skills and strategies to comprehend new words encountered in English.

Program of Studies Categories	Beginning	Lower Intermediate	Upper Intermediate	Advanced
<b>Word Patterns/Phonics</b>	Develop an awareness of sounds and discriminate between sounds in the English language	Recognize patterns in language including auditory segmenting (dividing words into sounds), <b>blending</b> (combining sounds to make words) and rhyming	Begin to develop fluency by applying patterns in language including auditory segmenting (dividing words into sounds), <b>blending</b> (combining sounds to make words) and rhyming	Consistently apply patterns in language including auditory segmenting (dividing words into sounds), <b>blending</b> (combining sounds to make words) and rhyming
	Make connections between letters and their corresponding sounds in words	Apply knowledge of letter-sound correspondences, language structure, and context to recognize words	Begin to use decoding skills to read more complex words and phrases	Use decoding skills to read more complex words, phrases, and sentences independently
	Recognize common word families (e.g., cat, bat, hat)	Recognize word patterns (e.g., <b>CVC, CVCe</b> ), <b>consonant clusters</b> , <b>consonant digraphs</b> and short and long vowel sounds)	Identify word patterns which include <b>diphthongs, blends, digraphs</b> , and special vowel combinations (e.g., -oo, -ew, -oi, and -oy)	Apply knowledge of complex word patterns which include <b>diphthongs</b> , special vowel combinations, blends, and <b>digraphs</b>

## Students understand and communicate in the English language.

Language Proficiency Expectation	Linking Standard
<b>3. Reading</b> English language learners make sense of the variety of materials they read in order to communicate in socially and culturally appropriate ways and to achieve academically	3.1 Students know and use word analysis skills and strategies to comprehend new words encountered in English.

Program of Studies Categories	Beginning	Lower Intermediate	Upper Intermediate	Advanced
<b>Word Patterns/Phonics</b>  <i>(continued)</i>	Recognize <b>structural analysis</b> of simple inflectional endings (e.g., -ing, -s, -ed) including plurals to determine meaning	Begin to use knowledge of <b>structural analysis</b> (inflectional endings including plurals, contractions and compound words) to determine meaning	Use knowledge of <b>structural analysis</b> (e.g., prefixes, suffixes, inflectional endings) to determine meaning of unfamiliar words in context	Use knowledge of prefixes, suffixes, roots, or base words to determine the meaning of words in context and recognize and use inflectional endings such as -s, -es, -ed, -ing, -ly, -est, and -er, understanding that meaning may change with ending
		Recognize most common <b>morphemes</b>	Begin to use knowledge of the <b>morphemes</b> to decode and interpret the meaning of unfamiliar words in texts	Use knowledge of the <b>morphemes</b> to decode and interpret the meaning of unfamiliar words in texts

## Students understand and communicate in the English language.

Language Proficiency Expectation	Linking Standard
<b>3. Reading</b> English language learners make sense of the variety of materials they read in order to communicate in socially and culturally appropriate ways and to achieve academically	3.1 Students know and use word analysis skills and strategies to comprehend new words encountered in English.

Program of Studies Categories	Beginning	Lower Intermediate	Upper Intermediate	Advanced
<i>Vocabulary</i>		Develop auditory and visual strategies to understand words and their meanings	Use auditory and visual strategies to derive meaning from simple text	Use auditory and visual strategies to derive meaning from a variety of texts
	Recognize <b>environmental print</b>	Recognize basic sight words within text	Use sight words to derive meaning in text	Develop and increase sight word vocabulary to derive meaning in a variety of texts
		Recognize that word structure changes word meaning	Analyze the structure of words (e.g., prefixes, suffixes, endings) to derive meaning	Apply the knowledge of word structure to derive meaning in a variety of texts
	Begin to connect prior knowledge and visual cues to develop word meaning	Use prior knowledge and visual cues to derive word meaning in familiar context	Use prior knowledge, visual and contextual cues to derive word meaning from texts that contain unfamiliar words, expressions, and multiple meaning words (e.g., homonyms, synonyms)	Begin to determine meanings of words and phrases such as <b>cognates, figurative language, idioms</b> , multiple meaning words, and technical vocabulary

## Students understand and communicate in the English language.

Language Proficiency Expectation	Linking Standard
<b>3. Reading</b> English language learners make sense of the variety of materials they read in order to communicate in socially and culturally appropriate ways and to achieve academically.	3. 2 Students use reading skills and strategies to build comprehension in English.

Program of Studies Categories	Beginning	Lower Intermediate	Upper Intermediate	Advanced
<i>Experience With Text</i>		Scan to find key information in simple text with teacher support	Scan to find key information in simple texts	Scan to find key information in a variety of texts
		Skim to obtain general meaning of a passage with teacher support	Skim to obtain general meaning of a simple passage	Skim to obtain general meaning in a variety of texts
	Use pictures to predict, infer, and generalize about text	Use pictures and text to predict, infer, and generalize about the text	Use pictures and text to confirm predictions, inferences and generalizations and to draw conclusions from a variety of texts	Use pictures and text to confirm predictions, inferences and generalizations, to draw conclusions, and to critique and evaluate multiple perspectives
	Use pictures, print, and people to gather information for research purposes	Identify appropriate resources needed to gather and synthesize data for research	Identify a variety of appropriate resources needed to gather and synthesize data for research	Identify and evaluate the credibility of a variety of appropriate resources needed to gather and synthesize data for research

## Students understand and communicate in the English language.

Language Proficiency Expectation	Linking Standard
<b>3. Reading</b> English language learners make sense of the variety of materials they read in order to communicate in socially and culturally appropriate ways and to achieve academically.	3. 2 Students use reading skills and strategies to build comprehension in English.

Program of Studies Categories	Beginning	Lower Intermediate	Upper Intermediate	Advanced
<b>Experience With Text</b>  <i>(continued)</i>	Locate information using pictures, simple lists, charts, and tables with teacher support	Use pictures, lists, charts and tables to identify the sequence of events from simple texts with teacher support	Use pictures, lists, charts, and tables to identify the sequence of events from simple texts	Use pictures, lists, charts, and tables to identify the sequence of events from a variety of texts
	Listen to and follow simple directions to perform a task	Read and follow a simple direction to perform a task	Read and follow two and three-step directions to perform a task	Read and follow multi-step directions to complete a simple task

## Students understand and communicate in the English language.

Language Proficiency Expectation	Linking Standard
<b>3. Reading</b> English language learners make sense of the variety of materials they read in order to communicate in socially and culturally appropriate ways and to achieve academically	3. 2 Students use reading skills and strategies to build comprehension in English.

Program of Studies Categories	Beginning	Lower Intermediate	Upper Intermediate	Advanced
<i>Meaning of Text</i>	Recognize predictable patterns in text	Recognize organizational patterns such as compare and contrast, sequence of event, and cause and effect	Apply knowledge of organizational patterns such as compare and contrast, sequence of event, and cause and effect to understand simple text	Apply knowledge of organizational patterns such as compare and contrast, sequence of event, and cause and effect to understand a variety of texts
	Identify simple literary devices (e.g., <b>narrative voice, symbolism, dialect, irony</b> etc). in familiar texts	Identify and develop an understanding of literary devices used in familiar texts	Identify and demonstrate an understanding of literary devices in familiar and some unfamiliar texts	Understand and evaluate literary devices used in a variety of texts
	Listen to and summarize the main idea of a simple story or informational text by telling, drawing and/ or reenactment	Summarize the main idea with some supporting details of a simple story or informational text	Summarize the main idea and some relevant supporting details from a variety of texts through telling, drawing, reenactment, and/or writing	Summarize the main idea and most relevant, supporting details from a variety of texts

## Students understand and communicate in the English language.

Language Proficiency Expectation	Linking Standard
<b>3. Reading</b> English language learners make sense of the variety of materials they read in order to communicate in socially and culturally appropriate ways and to achieve academically	3. 2 Students use reading skills and strategies to build comprehension in English.

Program of Studies Categories	Beginning	Lower Intermediate	Upper Intermediate	Advanced
<b>Meaning of Text</b>  <i>(continued)</i>	Use picture dictionary with support	Use picture dictionary and begin to use standard dictionary to find the meanings of words	Use standard dictionary to determine the meanings of words	Use multiple reference aids such as thesaurus, synonym finder, dictionary, and software to clarify meanings and usage

## Students understand and communicate in the English language.

Language Proficiency Expectation	Linking Standard
<b>3. Reading</b> English language learners make sense of the variety of materials they read in order to communicate in socially and culturally appropriate ways and to achieve academically.	3. 2 Students use reading skills and strategies to build comprehension in English.

Program of Studies Categories	Beginning	Lower Intermediate	Upper Intermediate	Advanced
<i>Text Structure</i>		Recognize some text features such as title, table of contents, chapter headings, glossaries, diagrams, charts, and indexes	Locate and identify text features such as title, table of contents, chapter headings, glossaries, diagrams, charts, and indexes for a specified purpose	Obtain essential information from text features such as titles, tables of contents, chapter headings, glossaries, diagrams, charts, and indexes to locate information in texts
	Develop an awareness of story structure such as beginning, middle and end	Understand basic story structure	Understand and identify basic story structure and story elements such as character, setting, problems/solutions, and plot	Use story structure and story elements to interpret text

## Students understand and communicate in the English language.

Language Proficiency Expectation	Linking Standard
<b>3. Reading</b> English language learners make sense of the variety of materials they read in order to communicate in socially and culturally appropriate ways and to achieve academically	3. 2 Students use reading skills and strategies to build comprehension in English.

Program of Studies Categories	Beginning	Lower Intermediate	Upper Intermediate	Advanced
<i>Experience With Text</i>	Listen to and follow simple directions to perform a task	Read and follow a simple direction to perform a task	Read and follow two and three-step directions to perform a task	Read and follow multi-step directions to complete a simple task

## Students understand and communicate in the English language.

Language Proficiency Expectation	Linking Standard
<b>3. Reading</b> English language learners make sense of the variety of materials they read in order to communicate in socially and culturally appropriate ways and to achieve academically.	3. 3 Students read to comprehend, interpret, and evaluate texts from a variety of perspectives and for specific purposes.

Program of Studies Categories	Beginning	Lower Intermediate	Upper Intermediate	Advanced
<b>Meaning of Text</b>	Develop concept of self as reader using experience, memorization, pictures, and imagination to derive meaning from text	Develop concept of self as reader using experience, memorization, pictures, imagination, and words to derive meaning from text	Develop concept of self as reader using experience to derive meaning from simple sentences, paragraphs and passages	Develop concept of self as reader using experience to derive meaning from a variety of texts
	Listen to a variety of genres to form an understanding of reading	Listen to a variety of genres and recognize some features and structures	Understand features and structures of simple texts from a variety of genres	Understand features and structures of complex texts from a variety of genres
	Begin to understand the variety of purposes for reading (e.g., for enjoyment, to locate information, complete a task)	Begin to identify purposes for reading	Identify purpose for reading and select appropriate texts for authentic purposes	Choose a variety of materials to accomplish authentic purposes
		Develop an awareness of an author's point of view	Understand how the author's perspective or point of view affects the text	Analyze text for the purpose, ideas and style of the author

## Students understand and communicate in the English language.

Language Proficiency Expectation	Linking Standard
<b>4. Writing</b> English language learners write using appropriate forms, conventions, and styles in order to communicate ideas and information in socially and culturally appropriate ways and to achieve academically.	4.1 Students learn and apply the writing process and criteria for effective writing.

<b>Program of Studies Categories</b>	<b>Beginning</b>	<b>Lower Intermediate</b>	<b>Upper Intermediate</b>	<b>Advanced</b>
<b>Purpose/Audience</b>	Choose topics from personal experience, interest, or concern	Begin to focus on a topic	Narrow topic and begin to focus on a purpose	Focus on a purpose
			Begin to use individual voice and/or appropriate tone	Use individual voice and/or appropriate tone
	Begin to write lists, messages, and short informal passages and text to a familiar audience	Begin to write simple text for different audiences (i.e., uncomplicated personal and business letters, opinion pieces, stories)	Write to an authentic audience for a specific purpose	Write to an authentic audience for authentic purposes

## Students understand and communicate in the English language.

Language Proficiency Expectation	Linking Standard
<b>4. Writing</b> English language learners write using appropriate forms, conventions, and styles in order to communicate ideas and information in socially and culturally appropriate ways and to achieve academically.	4.1 Students learn and apply the writing process and criteria for effective writing.

Program of Studies Categories	Beginning	Lower Intermediate	Upper Intermediate	Advanced
<b>Idea Development</b>	Begin to support ideas with drawings, symbols, one or two letters to represent a word, and/or simple phrases and sentences, using limited set vocabulary and structure	Support ideas with one or two details in simple phrases and/or sentences, using high frequency, grade appropriate vocabulary	Support ideas with one or two relevant, specific details and express complex ideas with simple language	Support ideas with two or three relevant, specific details developing ideas from information sources and through explanations
	Use some sensory detail, using drawings, symbols, one or two words, phrases, and/or simple sentences	Use some sensory detail and <b>imagery</b> when given advanced preparation	Use sensory detail and <b>imagery</b>	Demonstrate frequent use of effective word choice
		Begin to use dialogue when appropriate	Use some dialogue when appropriate	Use dialogue appropriately and for specific purposes
	Identify research tools	Begin to use appropriate research tools to locate information and ideas for authentic tasks; begin to document sources	Use simple research tools to locate information and ideas for authentic tasks; begin to synthesize information from multiple sources	Use a more varied range of reference tools to locate information and ideas for authentic tasks

## Students understand and communicate in the English language.

Language Proficiency Expectation	Linking Standard
<b>4. Writing</b> English language learners write using appropriate forms, conventions, and styles in order to communicate ideas and information in socially and culturally appropriate ways and to achieve academically.	4.1 Students learn and apply the writing process and criteria for effective writing.

<b>Program of Studies Categories</b>	<b>Beginning</b>	<b>Lower Intermediate</b>	<b>Upper Intermediate</b>	<b>Advanced</b>
<b>Organization</b>	Demonstrate directionality (top to bottom, left to right)			
	Demonstrate limited use of logical order (i.e., placing ideas in a meaningful order; creating a story line)	Demonstrate logical order when given advanced preparation	Demonstrate logical order in a variety of genres (i.e., journals, letters, essays) when writing on everyday topics	Demonstrate logical order in a variety of genres
	Recognize paragraph structure in text	Use paragraphs with some transition words or phrases to move from one paragraph to another	Use some transition words or phrases to move from one paragraph to another	Use transitions words and phrases to move from one paragraph to another
	Demonstrate a story line with drawings, symbols, one or two letters, and/or simple phrases and sentences	Demonstrate a story line with limited vocabulary when given advanced preparation	Demonstrate a story line with simple language, drawing on a broad range of learned vocabulary, idioms and structures	Demonstrate a story line approaching fluency
	Recognize forms of writing have a beginning (lead), middle (body), and end (conclusion)	Begin to write a beginning (lead), middle (body), and end (conclusion)	Write a beginning (lead), middle (body), and end (conclusion)	Write a cohesive beginning (lead), middle (body), and end (conclusion)

## Students understand and communicate in the English language.

Language Proficiency Expectation	Linking Standard
<b>4. Writing</b> English language learners write using appropriate forms, conventions, and styles in order to communicate ideas and information in socially and culturally appropriate ways and to achieve academically.	4.1 Students learn and apply the writing process and criteria for effective writing.

Program of Studies Categories	Beginning	Lower Intermediate	Upper Intermediate	Advanced
<b>Organization</b>  <i>(continued)</i>	Develop an awareness of leads	Begin to develop leads	Begin to develop an engaging lead	Develop an engaging lead
	Develop an awareness of conclusions	Begin to develop conclusions	Begin to develop an effective conclusion	Develop an effective conclusion

## Students understand and communicate in the English language.

Language Proficiency Expectation	Linking Standard
<b>4. Writing</b> English language learners write using appropriate forms, conventions, and styles in order to communicate ideas and information in socially and culturally appropriate ways and to achieve academically.	4.1 Students learn and apply the writing process and criteria for effective writing.

<b>Program of Studies Categories</b>	<b>Beginning</b>	<b>Lower Intermediate</b>	<b>Upper Intermediate</b>	<b>Advanced</b>
<b>Sentences</b>	Use letters, strings of random letters, a few words to resemble a sentence, phrases and/or simple sentences	Write simple sentences using everyday, high frequency, grade appropriate vocabulary	Write complete sentences and begin to use some variety in sentence structure/length	Use variety in sentence structure/length

## Students understand and communicate in the English language.

Language Proficiency Expectation	Linking Standard
<b>4. Writing</b> English language learners write using appropriate forms, conventions, and styles in order to communicate ideas and information in socially and culturally appropriate ways and to achieve academically.	4.1 Students learn and apply the writing process and criteria for effective writing.

Program of Studies Categories	Beginning	Lower Intermediate	Upper Intermediate	Advanced
<i>Language</i>	Begin to use descriptive language	Use some descriptive language	Use specific descriptive and <b>figurative language</b> with some <b>circumlocutions</b> in more complex structures	Demonstrate frequent use of effective word choice (i.e., strong verbs and nouns; concrete and/or sensory details)
	Use limited vocabulary in simple phrases and sentences	Begin to use correct word choice and usage (i.e., express present, future, and past ideas comprehensibly)	Demonstrate some correct word choice and usage in the most frequently used grammatical structures	Demonstrate frequent correct word choice and usage
	Label pictures or produce simple text using symbols and/or a few sight words, especially those with particular meaning to the writer	Use a variety of words in simple texts	Use a variety of words effectively with some <b>circumlocutions</b> in more complex structures	Use a variety of words effectively for the content, purpose, and audience

## Students understand and communicate in the English language.

Language Proficiency Expectation	Linking Standard
<b>4. Writing</b> English language learners write using appropriate forms, conventions, and styles in order to communicate ideas and information in socially and culturally appropriate ways and to achieve academically.	4.1 Students learn and apply the writing process and criteria for effective writing.

Program of Studies Categories	Beginning	Lower Intermediate	Upper Intermediate	Advanced
<b>Correctness</b>	Use one or two letters to represent a word; use other inventions or approximations to represent words; use some sight words	Use sight words as well as inventions and approximations to represent words	Use more correct spelling, less invention, and approximations to represent words; begin to edit for errors	Use more correct spelling; edit for errors
	Begin a sentence (copied for an authentic purpose) with a capital letter and end a sentence (copied for an authentic purpose) with punctuation	Begin a sentence with a capital letter and end a sentence with punctuation	Use some correct capitalization and punctuation; begin to edit for errors	Use more correct capitalization and punctuation; edit for errors
	Show sound/letter correspondence			

## Students understand and communicate in the English language.

Language Proficiency Expectation	Linking Standard
<b>4. Writing</b> English language learners write using appropriate forms, conventions, and styles in order to communicate ideas and information in socially and culturally appropriate ways and to achieve academically.	4.2 Students will learn to develop story structures and language patterns through visual and symbolic language.

Program of Studies Categories	Beginning	Lower Intermediate	Upper Intermediate	Advanced
<i>Structural Patterns</i>	Recognize forms of writing structures (e.g., letters, articles, stories, poems)	Begin to borrow models of writing structures (e.g., letters, articles, stories, poems)	Use structures of real world writing (e.g., letters, articles, stories, poems)	Use structures of real world writing (e.g., letters, articles, stories, poems) maintaining more control of a focused purpose
<i>Sequencing</i>	Construct lists	Construct writing with chronological sequence of events	Construct writing which contains sequence supported by details	Sequence ideas to support audience and purpose

## Students understand and communicate in the English language.

Language Proficiency Expectation	Linking Standard
<b>4. Writing</b> English language learners write using appropriate forms, conventions, and styles in order to communicate ideas and information in socially and culturally appropriate ways and to achieve academically.	4.3 Students will keep a working folder of writing for a variety of authentic purposes and audiences and in a variety of forms (i.e., personal, literary, transactive, reflective)

Program of Studies Categories	Beginning	Lower Intermediate	Upper Intermediate	Advanced
<b>Reflective</b> <i>(Expresses thoughts, feeling and/or opinions)</i>	Choose ideas based on experience, interests, concerns	Begin to focus on the topic and express opinions and reactions to information from a variety of media	Narrow the topic and begin to focus on thoughts and/or opinions for a purpose	Focus on thoughts and/or opinions that are supported by evidence of careful consideration
<b>Personal/Expressive</b> <i>(Focuses on the life experiences of the writer)</i>	Choose ideas based on personal experience	Begin to focus on one event or topic (person, place, animal, or thing)	Narrow topic to the importance of the relationship or event	Focus on the <i>significance</i> of a single event or the relationship of the writer with a particular person, place, animal, or thing
<b>Literary</b> <i>(Writes poems, short stories, and scripts)</i>	Choose ideas based on personal experience and interests	Begin to focus on the topic	Narrow the topic and begin to focus on communicating with the reader about the human condition	Communicate with a reader about the human condition in forms that include poems, short stories, and scripts
<b>Transactive</b> <i>(Accomplishes realistic purposes like those students will encounter in their lives e.g. letters, articles, brochures)</i>	Choose ideas from experiences, interests, and/or concerns	Begin to focus on the topic and analyze content when given advanced preparation	Narrow the topic and begin to present ideas and information for the purpose of informing/persuading	Present ideas and information for the purpose of informing/persuading

## Students understand and communicate in the English language.

Language Proficiency Expectation	Linking Standard
<b>4. Writing</b> English language learners write using appropriate forms, conventions, and styles in order to communicate ideas and information in socially and culturally appropriate ways and to achieve academically.	4.4 Students will produce a variety of written responses that demonstrate independent and critical thinking: (a) Writing to learn; (b) Writing to demonstrate learning.

Program of Studies Categories	Beginning	Lower Intermediate	Upper Intermediate	Advanced
<b>Responses Writing for Self</b>  <i>Writing to learn is writing used to process information, develop thinking, learn new content and synthesize new concepts.</i>  <b>See Ky Writing Developmental Teachers Handbook, KDE Website</b>	Teacher models instruction for students to connect reading, listening, observing, and inquiry to personal experience using writing-to-learn strategies such as journals and graphic organizers	Teacher guides instruction for students to connect reading, listening, observing, and inquiry to personal experience using writing-to-learn strategies such as journals and graphic organizers	Student begins to connect reading, listening, observing, and inquiry to personal experience using writing-to-learn strategies such as journals and graphic organizers	Student connects reading, listening, observing, and inquiry to personal experience using writing-to-learn strategies such as journals and graphic organizers
<b>Writing for the Teacher</b>  <i>Writing to demonstrate learning is used to determine what students understand about the content and/or concepts taught.</i>  <b>See Ky Writing Developmental Teachers Handbook, KDE Website</b>	Teacher models instruction for students to connect reading, listening, observing, and inquiry to personal experience using writing-to-demonstrate learning strategies such as graphic organizers and open-response questions	Teacher guides instruction for students to connect reading, listening, observing, and inquiry to personal experience using writing-to-demonstrate learning strategies such as graphic organizers and open-response questions	Student begins to connect reading, listening, observing, and inquiry to personal experience using writing-to-demonstrate learning strategies such as graphic organizers and open-response questions	Student connects reading, listening, observing, and inquiry to personal experience using writing-to-demonstrate learning strategies such as graphic organizers and open-response questions

## **Glossary of Terms**

**Affective** influenced by or resulting from the emotions; connected with or arousing feelings or emotions.

**Blending** the ability to combine individual phonemes together so as to pronounce meaningful sound (*Phonics for the Teacher of Reading*, Barbara J. Fox and Marion A. Hull, Merrill Prentice Hall, 2002)

**Circumlocution** communication strategy whereby the speaker uses descriptive devices to convey meaning when unable to produce the correct word. Examples: fingers on your feet instead of toes; go up instead of climb. (*Second Language Acquisition*, Susan M. Gass and Larry Selinker, Lawrence Erlbaum Associates, 1994)

**Cognates** words that look similar in two languages, e.g., president (English) and presidente (Spanish)

**Consonant clusters** two or more consonant letters appearing together in a syllable which, when sounded, form a consonant blend. Consonant clusters are taught together as units rather than as a single graphemes (e.g., *st* as representing two blended phonemes rather than a isolated /s/ and an isolated /t/. (*Phonics for the Teacher of Reading*, Barbara J. Fox and Marion A. Hull, Merrill Prentice Hall, 2002)

**Consonant digraphs** two-letter consonant combinations that represent phonemes not represented by the single letters, such as the *sh* in *shoe*. (*Phonics for the Teacher of Reading*, Barbara J. Fox and Marion A. Hull, Merrill Prentice Hall, 2002)

**CVC** a spelling pattern consisting of a consonant/vowel/consonant pattern such as *can*

**CVCe** a spelling pattern consisting of a consonant/vowel/consonant/silent *e* pattern such as *cane*

**Digraph** a grapheme composed of two letters which represent one speech sound (phoneme) (*Phonics for the Teacher of Reading*, Barbara J. Fox and Marion A. Hull, Merrill Prentice Hall, 2002)

**Diphthong** a single vowel phoneme resembling a “glide” from one sound to another, represented by the graphemes *oi* (/noise/), *oy* (/toy/), *ou* (/found/), and *ow* (/now): key symbols *oi* and *ou*, key words *oil* and *house* (*Phonics for the Teacher of Reading*, Barbara J. Fox and Marion A. Hull, Merrill Prentice Hall, 2002)

**Dialect** a regional variety of a language distinguished by pronunciation, grammar, or vocabulary

**Discrete** separate and distinct

**Diverse forms of English** different forms of English used by particular groups of English speakers, including regional and social groups, and characterized by distinct vocabularies, pronunciation patterns, and grammatical features (*English As a Second Language and English Literacy Development*, Ontario Ministry of Education)

**Environmental print** print that can be seen in the surrounding environment such as a billboard sign, the McDonalds symbol, etc.

**Figurative language** descriptive use of language, which often includes figures of speech such as hyperbole, metaphor, personification, simile, and symbol

**Grapheme** the written symbol used to represent the phoneme. It may be composed of one or more letters and the same grapheme may represent more than one phoneme (*Phonics for the Teacher of Reading*, Barbara J. Fox and Marion A. Hull, Merrill Prentice Hall, 2002)

**Idioms** a speech form or an expression of a given language that is peculiar to itself grammatically or cannot be understood from the individual meanings of its elements as in *keep in touch* (*American Heritage High School Dictionary*, Houghton Mifflin, 1997)

**Imagery** mental images, as produced by memory or imagination. In writing, usually referring specifically to sensory images, i.e., those created through the five senses. (*Webster's New World Student Writing Handbook*, Sharon Sorenson, Macmillan1997)

**Irony** a method of humorous or sarcastic expression in which the meaning given to the words is the opposite of their usual sense. An event or result opposite to what might be expected. (*Webster's New World Student Writing Handbook*, Sharon Sorenson, Macmillan1997)

**Jargon** a specialized vocabulary used by a group

**Modal verbs** verbs formed by placing *can, could, had better, may, might, ought to, shall, should, will, and would* in front of the simple form of the verb. Example: She can read. These structures are particularly difficult for LEP students because the 3<sup>rd</sup> person present singular (s) ending does not apply and each modal has more than one meaning. They generally express a speaker's attitude. (*Understanding and Using English Grammar*, Betty Azar, Prentice Hall, 1989) Modal meanings are shown in the following examples: I may be wrong (may=possibility); That will be Tom at the door. (will=prediction); You can exit here. (can=permission); I can play the piano. (can = ability) (Examples adapted from *Longman Dictionary of Language Teaching and Applied Linguistics*, Jack Richards, John Platt, and Heidi Platt)

**Morphemes** the smallest meaningful element into which a word can be analyzed. For example, the word *walking* consists of two morphemes; *walk*, which signifies an action, and *-ing*, which signifies progression. (*Second Language Teaching and Learning*, David Nunan, Newbury House, 1999)

**Narrative voice** an informal story-telling voice

**Phoneme** the smallest unit of sound which distinguishes one word from another

**Pitch** the quality of highness or lowness of a sound

**Rate** related to the reading volume; the speed of speech (e.g., number of words read per minute)

**Register** the range of voice or tone

**Stress** the emphasis placed on the sound or syllable spoken in a word or phrase (adapted from *American Heritage High School Dictionary*, Houghton Mifflin, 1997)

**Structural analysis** refers to the ability to derive meaning from word parts; 1) inflectional endings, 2) prefixes, suffixes, 3) contractions, 4) compound words, 5) syllabication and accents (adapted from *Teaching and Reading in Today's Elementary Schools*, Burns, Rose, and Ross, Houghton Mifflin, 1992)

**Symbolism** the practice of representing things by means of symbols (i.e., an object that stands for an idea, quality, etc.) or of attributing symbolic meaning or significance to objects, events, or relationships. (adapted from *Webster's New World Student Writing Handbook*, Sharon Sorenson, Macmillan 1997)

**Vowel digraph** a two-letter vowel grapheme which represents one sound (e.g., *oo* in *food*) (*Phonics for the Teacher of Reading*, Barbara J. Fox and Marion A Hull, Merrill Prentice Hall, 2002)